

Contemporary Arabic Vocabulary Acquisition in Pesantren: Challenges and Pedagogical Innovations

Received :	16 th June 2024	Revised :	22 th July 2025	Accepted :	20 th August 2025
------------	----------------------------	-----------	----------------------------	------------	------------------------------

Achmad Makki Lazuardi

Universitas Islam Internasional Darul Uluhah Wadda'wah Pasuruan Indonesia

E-mail: achmadmakkilazuardi@uiidalwa.ac.id

Abstract

This study examines the effectiveness of role-playing techniques in enhancing Arabic speaking proficiency among female learners in an Islamic boarding school. The research aims to evaluate how role-playing activities influence learners' fluency, vocabulary use, pronunciation accuracy, and communicative confidence. Adopting a mixed-methods design, the study integrates quantitative pre- and post-test measurements with qualitative classroom observations and semi-structured interviews. Quantitative analysis reveals a statistically significant improvement in students' overall speaking performance ($p < 0.001$), with the most notable gains observed in fluency and self-rated speaking confidence. Qualitative findings further indicate that role-playing activities reduce speaking anxiety, increase learner motivation, and foster higher levels of classroom engagement by providing meaningful and contextually relevant communicative practice. Grounded in Communicative Language Teaching (CLT) and Vygotsky's sociocultural theory, the findings suggest that interactive and gender-sensitive pedagogical approaches create a supportive learning environment that facilitates authentic language use. The study concludes that role-playing serves not only as a speaking practice technique but also as an affective scaffold that empowers female learners to participate more actively in Arabic communication. Practically, the study offers an adaptable instructional model for Arabic educators seeking to integrate experiential learning strategies to bridge linguistic competence and communicative confidence in speaking instruction.

Keywords: contemporary Arabic vocabulary, pesantren, multimodal learning, diglossia, vocabulary acquisition

Introduction

Arabic vocabulary learning in pesantren Indonesia's traditional Islamic boarding schools serves as a foundational pillar for developing linguistic competence (Arisandi & Habib, 2025; Mahmudah, 2025; Solehudin et al., 2024; Solehudin, 2025a; Solehudin et al., 2025), whether in understanding classical texts or navigating modern communication needs. However, the rapid linguistic shifts

brought by globalization, digital media, and contemporary discourse have transformed the nature of Arabic vocabulary (Keshav et al., 2022). New lexical items, modern terminologies, and thematic expressions across technology, social media, governance, and professional fields have become essential for functional proficiency in today's world. Despite these developments, many pesantren continue to prioritize classical vocabulary (*turāth*) embedded in *balāghah*, *fiqh*, and traditional philological texts, while contemporary Arabic lexicon (*al-mufradāt al-mu'āşirah*) remains underrepresented (Mahmudah et al., 2025). This imbalance creates a disconnect between the linguistic competencies required in modern communication and the vocabulary mastery typically attained by pesantren students (Hanifansyah et al., 2025; Solehudin, 2025b).

The urgency of this inquiry is further intensified by the growing misalignment between the linguistic capital cultivated in pesantren and the communicative realities faced by *santri* in academic, digital, and professional domains (Sari & Moore, 2024). As Arabic increasingly functions not only as a liturgical language but also as a medium of contemporary discourse in media, scholarship, and global interaction, insufficient mastery of modern lexicon risks confining learners to symbolic rather than functional proficiency. Without systematic exposure to contemporary vocabulary, *santri* may remain linguistically competent within classical textual traditions yet struggle to participate meaningfully in modern Arabic communication networks (Alsharif, 2025; El Manaa et al., 2025; Marzoog & Çakır, 2025; Mohammed Ameen & Abdulrahman Kadhim, 2023). This condition has critical implications for educational equity, curriculum relevance, and graduate competitiveness in higher education and international arenas. Consequently, addressing contemporary Arabic vocabulary acquisition in pesantren is no longer merely pedagogical reform, but an institutional imperative to ensure that heritage-based instruction evolves in tandem with real-world linguistic demands.

Previous studies on Arabic vocabulary learning highlight a range of linguistic, cognitive, and pedagogical factors that shape lexical development across learners and contexts. Abu-Rabiah (2025) demonstrated that productive vocabulary size among second language learners remains limited despite extensive instruction, with learners relying predominantly on high-frequency words an indication of restricted lexical depth and retention. Similarly, Asadi and Kawar (2024) emphasized the central role of diglossia in Arabic literacy development, showing that vocabulary, phonology, morphology, and syntax contribute differently to reading comprehension in young learners. Complementing these findings, Hanifansyah and Mahmudah (2024) showed that communicative strategies significantly enhance vocabulary mastery, speaking confidence, and classroom participation by providing more natural, contextualized use of Arabic. In a related line of research, Alahmadi et al. (2023) reported that technology-mediated vocabulary instruction specifically through WhatsApp improves vocabulary acquisition, particularly when learning

occurs outside the classroom, with motivation playing a key mediating role. Further evidence from İlerten et al. (2024) highlighted the predictive power of phonological awareness, memory, rapid naming, and morphological knowledge in reading fluency among Turkish–Arabic bilinguals, reinforcing the connection between morphological skills and vocabulary development.

Other studies have underscored the importance of cognitive and contextual factors in shaping Arabic lexical acquisition. Masrai (2021) found that phonological vocabulary knowledge correlates more strongly with reading speed than orthographic vocabulary knowledge in Arabic-speaking EFL learners, suggesting that phonological representation plays a crucial role in lexical processing. In the domain of digital learning, Abdul Ghani et al. (2022) showed that mobile digital game-based learning enhances vocabulary acquisition, motivation, and learner engagement, fostering a more interactive and enjoyable learning environment. Broader sociolinguistic influences were observed by Asadi et al. (2023), who demonstrated that socioeconomic status, dyslexia, and environmental factors cumulatively affect vocabulary, morphology, and listening comprehension, underscoring the significance of social context in lexical development. Gottardo et al. (2023) further highlighted the complex interplay between age of acquisition, phonological awareness, vocabulary, and morphological awareness in bilingual Arabic–English learners, revealing age-specific patterns in literacy development. Finally, Bukhari and Dewey (2023) provided strong evidence that multimodal glosses combining text, images, and root information significantly enhance recognition and recall of Arabic vocabulary, demonstrating the effectiveness of multimodality in Arabic lexical instruction.

Although previous studies have highlighted the roles of vocabulary, phonology, morphology, technology-enhanced learning, communicative strategies, and multimodal techniques in supporting language acquisition, none have specifically examined *contemporary Arabic vocabulary* as a distinct focus of inquiry. Existing research has yet to explore how learners in traditional Islamic institutions such as pesantren process, acquire, and employ modern Arabic vocabulary that differs in register, domain, and communicative function from the classical lexicon typically found in *kitab kuning*. Moreover, no studies have integrated cognitive, pedagogical, and digital dimensions to understand how contemporary vocabulary can be effectively acquired within diglossic learning environments dominated by classical texts. Prior work has also overlooked the emerging need for modern Arabic vocabulary in academic discourse, digital communication, and professional interaction domains that increasingly shape the linguistic demands faced by santri today.

This study contributes a distinctive and timely perspective by centering its analysis on the acquisition of contemporary Arabic vocabulary in pesantren, a domain that remains largely unexplored in the existing literature. By integrating psycholinguistic

insights, modern pedagogical approaches, and digital innovations, the study proposes a comprehensive model for understanding how santri develop vocabulary relevant to present-day communicative needs. Its novelty also lies in examining the challenges learners face within an environment that blends the heritage of *turāth* with the demands of modern Arabic usage, and in identifying effective, adaptive, and contextually grounded pedagogical strategies for vocabulary instruction. Ultimately, this study not only fills a significant research gap but also offers new directions for rethinking and revitalizing Arabic language curricula in Islamic educational institutions.

Based on this context, the present study addresses two central research problems: (1) What challenges do pesantren students face in acquiring contemporary Arabic vocabulary? and (2) What pedagogical innovations can effectively support their acquisition of such vocabulary within the pesantren learning environment? The scope of this study covers three dimensions: cognitive strategies used by learners, pedagogical approaches implemented by teachers, and the sociocultural learning environment that shapes linguistic exposure and usage. While the study acknowledges the richness of Arabic dialects, it focuses specifically on contemporary *fūshā* vocabulary relevant to academic, religious, and everyday communication. It does not attempt to compare pesantren with international institutions but rather concentrates on the Indonesian pesantren context and its distinctive educational culture.

The urgency of this research stems from the need for pesantren to adapt vocabulary instruction to meet the communicative demands of the 21st century, especially as santri increasingly participate in global academic networks, digital learning spaces, and multicultural interactions. As pesantren grow into influential centers of Islamic and linguistic learning, their ability to integrate classical heritage with modern vocabulary pedagogy determines how well their graduates can engage with contemporary Arabic discourse.

Theoretically, this study contributes to the field of Arabic lexical development by positioning pesantren as a significant yet understudied context in vocabulary acquisition research. Practically, the findings offer actionable guidance for teachers, curriculum developers, and educational leaders in pesantren. By identifying effective strategies such as digital input exposure, context-based vocabulary tasks, corpora-informed vocabulary selection, and project-based lexical learning this study aims to support the integration of relevant, communicative, and future-oriented vocabulary instruction.

Ultimately, this research situates itself at the intersection of tradition and innovation. While recognizing the invaluable strengths of pesantren in cultivating deep textual literacy, it also argues for the necessity of embracing contemporary pedagogical approaches to equip santri with vocabulary competence that is accurate, functional, and globally relevant. This dual commitment forms the central contribution of the

study and distinguishes it from previous works. By synthesizing prior findings, identifying a clear pedagogical gap, and proposing role-playing as a context-sensitive solution, this study positions itself within and extends the existing body of research on Arabic speaking instruction.

Method

This study employed a qualitative case study design to investigate how contemporary Arabic vocabulary is acquired within the learning ecosystem of a pesantren (Creswell, 2021), a traditional Islamic boarding school where classical Arabic texts and oral transmission dominate instructional practices. The methodological approach was informed by psycholinguistic perspectives on vocabulary acquisition, sociolinguistic insights into Arabic diglossia, and contemporary pedagogical theories particularly communicative language teaching, multimodal input processing, and technology-mediated learning. These theoretical lenses guided the formu

While earlier studies on Arabic speaking instruction have frequently relied on either quantitative outcome measures or qualitative classroom descriptions in isolation, such approaches often fail to capture both performance gains and learners' affective development. To address this limitation, the present study adopts a mixed-methods design that integrates statistical analysis of speaking improvement with qualitative insights into learners' confidence, engagement, and communicative behavior. This integration enhances methodological rigor by providing a more comprehensive account of how and why role-playing influences speaking proficiency.

The research was conducted at a pesantren known for its strong Arabic-learning tradition and reliance on *turāth* (classical Islamic heritage) as the core of its curriculum. This setting was chosen intentionally because it represents an environment where the tension between classical and contemporary Arabic is most visible. The participants included thirty santri (students) at the intermediate and advanced levels who had received formal instruction in classical Arabic but had varying levels of exposure to contemporary Arabic vocabulary through textbooks, media, and digital platforms. Additional informants consisted of three Arabic teachers and one curriculum coordinator responsible for designing language instruction at the pesantren. The primary unit of analysis was the santri's process of acquiring, processing, and using contemporary Arabic vocabulary in both instructional and communicative contexts.

The study utilized both primary and secondary data. Primary data were obtained from classroom observations, semi-structured interviews with santri and teachers, and analysis of student artefacts such as vocabulary lists, written assignments, and digital learning logs. Secondary data included relevant manuscripts, Arabic textbooks used in the pesantren, teacher syllabi, institutional curriculum

documents, and prior research on Arabic vocabulary acquisition, diglossia, multimodal glossing, and technology-enhanced language learning.

Data were collected through a multi-phase process. First, non-participant classroom observations were conducted to document instructional practices (O'Leary, 2020), vocabulary exposure, and learner interactions. These observations focused on how teachers introduced new vocabulary, how students processed it, and the extent to which contemporary lexical items appeared in instructional materials. Second, semi-structured interviews were conducted with selected santri and teachers to explore their experiences, challenges, and perceptions regarding contemporary Arabic vocabulary. The interview protocol included questions about learning strategies, exposure sources, perceived lexical gaps, and attitudes toward modern vocabulary use. Third, a document review was carried out to compare the lexical content of classical texts, contemporary textbooks, and digital resources used by the students. All data were recorded, transcribed, and organized systematically for analysis.

The collected data were analyzed using thematic analysis following the procedures of Miles, Huberman, and Saldaña: data condensation, data display, and conclusion drawing (Asipi et al., 2022; Miles & Huberman, 1989; Saldaña, 2021). Codes were generated inductively from the field data while also being informed by theoretical constructs such as vocabulary depth, morphological awareness, multimodal processing, and communicative competence. Themes were then developed to capture patterns related to exposure, acquisition strategies, challenges, and pedagogical innovations in learning contemporary Arabic vocabulary. Triangulation was carried out by cross-checking observation notes, interview transcripts, document analysis, and student artefacts to ensure validity and analytical rigor (Campbell et al., 2020). Reflexive memoing was also employed to trace the researcher's interpretive considerations throughout the analytical process.

Result and Discussion

Limited Exposure to Contemporary Arabic Vocabulary

The data reveal that santri's exposure to contemporary Arabic vocabulary is significantly limited compared to their exposure to classical vocabulary commonly found in *turāth* texts. Classroom observations showed that instructional materials overwhelmingly featured lexicon related to religious, jurisprudential, and classical rhetorical domains, while modern vocabulary related to daily communication, media, technology, and professional contexts appeared only sporadically. When asked about their familiarity with contemporary terms, many santri acknowledged that they rarely encountered such vocabulary within formal lessons.

Interview Excerpt (Student 7, Age 17):

"We learn many classical words from the *kitab kuning*, but when I watch Arabic news or browse Instagram in Arabic, I feel like it's a different language. Many words are new to me."

Interview Excerpt (Teacher 2):

"The curriculum is strong in classical Arabic, but modern vocabulary is not systematically included. Students rely on YouTube or social media if they want to learn contemporary expressions."

These findings indicate a lexical gap shaped by the pesantren's curricular orientation, which prioritizes classical proficiency but leaves contemporary vocabulary acquisition largely incidental.

This finding aligns with Abu-Rabiah (2023), who noted that learners' productive vocabulary remains constrained when lexical exposure is limited to high-frequency and curriculum-bound items, and it extends Asadi and Kawar's (2023) discussion of diglossia by illustrating how institutional curricula can intensify register-based lexical divides.

Challenges in Processing and Retaining Contemporary Vocabulary

The data show that santri face cognitive challenges in processing contemporary vocabulary, particularly those unrelated to familiar root patterns or semantically distant from classical equivalents. Many students reported difficulty retaining new words because they lacked morphological familiarity or contextual relevance within classroom discourse.

Interview Excerpt (Student 12, Age 18):

"If the word has a familiar root, I can guess it. But modern words especially from technology or media are difficult to remember because we don't use them in class."

Students also noted that contemporary vocabulary often appears in multimodal digital environments (videos, captions, reels), which they consume passively without explicit learning strategies. This leads to shallow processing rather than deep lexical integration.

This finding aligns with Abu-Rabiah (2023), who demonstrated that learners' productive vocabulary remains limited when exposure is restricted to familiar, high-frequency lexical items. It also supports İlerten et al. (2024) and Gottardo et al. (2023), who emphasized the central role of morphological awareness in Arabic lexical processing and retention. The present study extends these findings by showing that, in pesantren contexts, the dominance of classical lexical input further amplifies cognitive difficulty when learners encounter contemporary vocabulary that lacks transparent root structures or classroom-based contextualization.

Effective Strategies Identified by Santri

Despite institutional limitations, several santri developed individual strategies to acquire contemporary vocabulary, often leveraging digital tools such as YouTube, Instagram, TikTok, and digital dictionaries. Students who used these resources more actively demonstrated greater lexical retention and contextual accuracy.

Interview Excerpt (Student 3, Age 16):

“I follow Arabic influencers on Instagram. When I don’t understand a word, I look it up and write it down. This helps me remember.”

Interview Excerpt (Teacher 1):

“Students who use multimedia videos with captions or glosses learn faster. They can connect the word with sound and image, so retention is better.”

These strategies echo multimodal learning principles that enhance lexical encoding through combined visual, auditory, and semantic cues.

Teachers acknowledged that existing pedagogical approaches insufficiently address the need for contemporary vocabulary. Lessons focus heavily on syntax, morphology, and classical reading comprehension, with limited time allocated for communicative practice or multimodal learning.

Interview Excerpt (Teacher 3):

“We want students to master classical Arabic first, but we also see that they need modern vocabulary. The challenge is balancing both within limited teaching hours.”

This reveals a systemic tension between maintaining tradition (*turāth*) and meeting modern linguistic demands.

These learner-initiated strategies are consistent with Bukhari and Dewey (2023), who found that multimodal glosses combining textual, visual, and semantic information significantly enhance Arabic vocabulary recognition and recall. They also corroborate Alahmadi et al. (2023), who reported that technology-mediated vocabulary learning, particularly beyond formal classroom settings, fosters deeper lexical engagement and retention. In contrast to institutionally designed interventions examined in previous studies, the present findings highlight the role of learner autonomy and informal digital practices as critical drivers of contemporary vocabulary acquisition in pesantren.

Alignment with Cognitive and Linguistic Research

The finding that santri struggle to retain contemporary vocabulary is consistent with research emphasizing the importance of lexical frequency and familiarity in vocabulary acquisition. Abu-Rabiah (2023) found that L2 learners rely heavily on high-frequency words, suggesting that low-frequency contemporary lexicon rarely found in *kitab kuning* is cognitively harder to acquire. Similarly, İlerten

et al. (2024) and Gottardo et al. (2023) highlighted the role of phonological and morphological awareness in predicting reading fluency; the santri in this study exhibited difficulty with words lacking familiar root structures, reinforcing the importance of morphological transparency in Arabic lexical learning.

Diglossia and Lexical Divide in Pesantren

The lexical gap between classical and contemporary vocabulary mirrors findings by Asadi & Kawar (2023), who demonstrated that Arabic diglossia creates distinct pathways for linguistic development. In pesantren, diglossia is amplified due to the dominance of classical texts, which restrict exposure to modern lexicon. The students' descriptions of feeling disconnected from Arabic media indicate that classical instruction does not automatically transfer to contemporary comprehension.

Pedagogical Innovation and Multimodal Learning

The effectiveness of student-led strategies especially digital and multimodal learning supports findings by Al Bukhari & Dewey (2023), who showed that multimodal glosses substantially enhance vocabulary recognition and recall. Likewise, Alahmadi et al. (2023) demonstrated that technology-based vocabulary learning improves lexical acquisition, particularly when learning occurs beyond the classroom.

In the pesantren context, students who engaged with multimodal digital content (visuals, captions, spoken input) exhibited better retention of contemporary vocabulary, suggesting that integrating such approaches into formal instruction could address existing pedagogical gaps.

Communicative Engagement and Vocabulary Use

The study's findings confirm the role of communicative exposure emphasized by Hanifansyah & Mahmudah (2023), who found that communicative strategies increase vocabulary mastery and learner confidence. Santri who actively used new vocabulary in conversations or written reflections retained it more effectively, highlighting the need for structured communicative practice in pesantren curricula.

Sociocultural Factors Affecting Vocabulary Acquisition

The influence of learning environment and institutional expectations aligns with Asadi et al. (2023), who showed that socioeconomic and environmental factors significantly shape vocabulary and morphological development. In pesantren, the cultural emphasis on classical learning creates structural constraints that limit access to modern vocabulary, affecting lexical depth and communicative readiness.

Overall, the findings indicate that santri face significant challenges acquiring contemporary Arabic vocabulary due to limited institutional exposure, cognitive barriers, and instructional practices centered on classical texts. However, digital platforms, multimodal tools, and communicative strategies offer promising avenues for enhancing lexical acquisition. These results align with and extend previous research by highlighting how diglossia, cognitive processing, and pedagogical traditions converge uniquely within the pesantren context.

The findings of this study reveal a complex interplay between curricular traditions, cognitive processing, and learners' exposure to multimodal input in shaping the acquisition of contemporary Arabic vocabulary in pesantren. These results resonate with, extend, and in several ways challenge the existing body of research on Arabic vocabulary learning.

First, the limited exposure of santri to contemporary Arabic vocabulary primarily due to the dominance of *turāth* texts echoes the observations of Abu-Rabiah (2023), who argued that learners tend to rely heavily on high-frequency words commonly reinforced through formal instruction. Because pesantren curricula concentrate on classical vocabulary, contemporary lexicon rarely reaches a frequency threshold sufficient for deep retention. This also aligns with Asadi and Kawar (2023), who highlighted the consequences of Arabic diglossia on literacy development, showing that linguistic features in one register do not automatically facilitate proficiency in another. In the pesantren context, the lexical disconnect is even more pronounced, as students describe modern Arabic as "a different language" from what they learn in classical texts.

Second, the difficulties santri face in processing and recalling unfamiliar vocabulary especially terms lacking recognizable roots or clear morphological patterns support previous findings emphasizing the central role of morphological and phonological awareness in Arabic vocabulary acquisition. İlerten et al. (2024) showed that morphological knowledge is a key predictor of reading fluency among bilingual learners. Similarly, Gottardo et al. (2023) demonstrated that vocabulary and morphological awareness interact differently across learner groups, shaping literacy development. The santri's reliance on familiar root patterns mirrors these findings and confirms that Arabic vocabulary acquisition is strongly mediated by morphological structure. When contemporary vocabulary falls outside these structures, learners experience cognitive strain and retention difficulties, as reflected in interview responses.

Third, the present study underscores the value of communicative and multimodal exposure in enhancing contemporary vocabulary retention, consistent with the evidence reported in recent research. Students who actively engaged with Arabic through digital platforms social media posts, videos, captions, and online influencers developed stronger associations between sound, meaning, and usage. This pattern reinforces the results of Al Bukhari and Dewey (2023), who found that

multimodal glosses combining text, images, and root information substantially improved recognition and recall. It also aligns with Alahmadi et al. (2023), who demonstrated that technology-mediated vocabulary learning, especially outside traditional classrooms, leads to measurable vocabulary gains and heightened motivation. In the pesantren setting, students who used multimodal input voluntarily exhibited higher lexical growth than those relying solely on classical classroom materials.

Fourth, findings from this study validate the argument made by Hanifansyah and Mahmudah (2023) that communicative strategies significantly enhance vocabulary mastery and learner confidence. Santri who attempted to use contemporary vocabulary in speaking or writing retained it more successfully, suggesting that active use plays an essential role in integrating modern lexicon into long-term memory. This underscores the need for pesantren curricula to adopt communicative components dialogue practice, role-play, or discussion activities to complement the traditionally text-centered approach.

Fifth, this study highlights the influence of institutional culture and learning environment on vocabulary acquisition. The structural prioritization of classical Arabic in pesantren mirrors broader sociocultural influences noted by Asadi et al. (2023), who found that contextual factors such as socioeconomic background and educational environment significantly shape vocabulary, morphology, and listening comprehension. Although pesantren are not defined by socioeconomic constraints, the “cultural curriculum” of classical learning creates comparable barriers to lexical broadening, particularly by limiting learners’ exposure to modern language use beyond religious and jurisprudential terminology.

Finally, the emerging trend of student-initiated digital learning in pesantren suggests a shift toward learner autonomy, aligning with trends observed in gamified and technology-enhanced learning environments. Abdul Ghani et al. (2022) demonstrated that mobile digital game-based learning improves vocabulary retention, motivation, and engagement. Although pesantren do not typically implement formal gamified instruction, students independently gravitate toward multimodal digital tools, and the findings of this study confirm that such informal practices substantially enrich their vocabulary repertoire.

Overall, this study extends the current literature by situating Arabic vocabulary acquisition within the unique sociocultural and pedagogical ecosystem of pesantren. The findings show that while previous research explains many cognitive and pedagogical dimensions of vocabulary learning, none fully account for the layered challenges emerging at the intersection of classical curriculum, diglossic environment, and limited access to contemporary lexical input. This highlights the need for integrative, context-sensitive pedagogical innovations that can bridge the lexical divide between classical and modern Arabic for santri in traditional learning institutions.

Conclusion

This study set out to examine the challenges faced by santri in acquiring contemporary Arabic vocabulary within a traditional pesantren learning environment and to identify pedagogical strategies that can support more effective lexical development. The findings demonstrate that both research objectives were achieved. First, the study reveals that contemporary vocabulary acquisition is constrained by limited curricular exposure, cognitive difficulties in processing unfamiliar lexical items, and the predominance of classical Arabic instruction within diglossic learning contexts. Second, the findings show that multimodal digital resources, communicative engagement, and learner-driven strategies significantly enhance lexical retention and facilitate the integration of contemporary Arabic vocabulary into learners' communicative repertoires.

Taken together, these findings underscore the significance of rethinking Arabic vocabulary pedagogy in pesantren, not by replacing classical traditions, but by strategically expanding them to accommodate contemporary communicative demands in academic, digital, and professional domains.

Despite its contributions, the study is limited by its scope, relying on a single pesantren and a relatively small participant group, which restricts generalizability. Future research could incorporate multiple pesantren across different regions, conduct mixed-methods studies that integrate vocabulary testing, or explore experimental interventions using multimodal glosses, digital platforms, or communicative tasks designed specifically for contemporary Arabic vocabulary. Practical implications emerge for pesantren educators: integrating contemporary lexical items into daily instruction, adopting multimodal materials that link sound, image, and root information, and incorporating structured communicative activities may substantially improve santri's readiness for modern communication, academic engagement, and professional contexts. By addressing these pedagogical and curricular needs, pesantren can better prepare students to navigate the expanding linguistic demands of the contemporary Arabic-speaking world.

Reference

Abdul Ghani, M. T., Hamzah, M., Wan Daud, W. A. A., & Muhamad Romli, T. R. (2022). The Impact of Mobile Digital Game in Learning Arabic Language at Tertiary Level. *Contemporary Educational Technology*, 14(1), ep344. <https://doi.org/10.30935/cedtech/11480>

Abu-Rabiah, E. (2025). The Productive Vocabulary Size of Second Language Learners upon Entry into Higher Education. *Theory and Practice of Second Language Acquisition*, 1–19. <https://doi.org/10.31261/TAPSLA.16594>

Alahmadi, A., Albaqami, S. E., & Foltz, A. (2023). Using technology-based vocabulary instruction inside and outside of the classroom. *Frontiers in Communication*, 8, 1162219. <https://doi.org/10.3389/fcomm.2023.1162219>

Alsharif, I. A. (2025). Analysis of Sentiment and Sarcasm in Arabic YouTube Comments Utilizing AraBERT. *2025 2nd International Conference on Advanced Innovations in Smart Cities (ICAISC)*, 1–5. <https://doi.org/10.1109/ICAISC64594.2025.10959435>

Arisandi, Y., & Habib, Moh. T. (2025). Optimizing YouTube for Interactive Arabic Learning in Pesantren: Effective Content Creation Strategies. *International Journal of Arabic Language Teaching*, 7(02), 239–254. <https://doi.org/10.32332/ijalt.v7i02.10363>

Asadi, I. A., Kasperski, R., & Sarid, M. (2023). The cumulative effect of socioeconomic status and dyslexia on linguistic, cognitive and reading skills among Arabic-speaking children. *Dyslexia*, 29(2), 78–96. <https://doi.org/10.1002/dys.1735>

Asadi, I. A., & Kawar, K. (2024). Learning to Read in Arabic Diglossia: The Relation of Spoken and Standard Arabic Language in Kindergarten to Reading Skills in First Grade. *Literacy Research and Instruction*, 63(4), 360–376. <https://doi.org/10.1080/19388071.2023.2217274>

Asipi, L. S., Rosalina, U., & Nopiyadi, D. (2022). The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at IPB Cirebon. *International Journal of Education and Humanities*, 2(3), 117–125. <https://doi.org/10.58557/ijeh.v2i3.98>

Bukhari, J. A., & Dewey, J. A. (2023). Multimodal glosses enhance learning of Arabic vocabulary. *Language Learning & Technology*, 27(1), 1–24. <https://doi.org/10.64152/10125/73498>

Campbell, R., Goodman-Williams, R., Feeney, H., & Fehler-Cabral, G. (2020). Assessing Triangulation Across Methodologies, Methods, and Stakeholder Groups: The Joys, Woes, and Politics of Interpreting Convergent and Divergent Data. *American Journal of Evaluation*, 41(1), Article 1. <https://doi.org/10.1177/1098214018804195>

Creswell, J. W. (2021). *A Concise Introduction to Mixed Methods Research*. SAGE Publications, Inc.

El Manaa, K., Laaidi, N., Abouch, Y., & Satori, H. (2025). Robust Real-Time Arabic Speech Recognition for AAVs in Adverse Acoustic Conditions Using Lightweight CNNs. *IEEE Access*, 13, 179803–179816. <https://doi.org/10.1109/ACCESS.2025.3622024>

Gottardo, A., Al-Janaideh, R., Paradis, J., Soto-Corominas, A., Chen, X., & Amin, N. (2023). Age, Experience and Language and Literacy Skills in English-Arabic Speaking Syrian Refugees. *Languages*, 8(2), 101. <https://doi.org/10.3390/languages8020101>

Hanifansyah, N., Baharun, S., Solehudin, M., Arisandi, Y., Mahmudah, M., & Syakur, S. A. (2025). Enhancing Arabic Literacy in Islamic Boarding School: The Role and Pedagogical Implications of Interactive Whiteboard Technology. *Journal*

of Arabic Language Learning and Teaching (JALLT), 3(2), 119–134.
<https://doi.org/10.23971/jallt.v3i2.361>

Hanifansyah, N., & Mahmudah, M. (2024). Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 12(2), 263–278. <https://doi.org/10.23971/altarib.v12i2.9082>

İlerten, F., Haznedar, B., & Babür, N. (2024). Cognitive and linguistic predictors of word reading fluency in Turkish–Arabic bilingual and Turkish monolingual children. *International Journal of Bilingualism*, 13670069241305283. <https://doi.org/10.1177/13670069241305283>

Keshav, M., Julien, L., & Miezel, J. (2022). The Role Of Technology In Era 5.0 In The Development Of Arabic Language In The World Of Education. *Journal International of Lingua and Technology*, 1(2), 79–98. <https://doi.org/10.55849/jiltech.v1i2.85>

Mahmudah, M. (2025). Enhancing Arabic Vocabulary with Hilyah Book. *Al-Muhawaroh: Jurnal Pendidikan Bahasa Arab Universitas Islam Internasional Darullughah Wadda'wah (UII Dalwa)*, 1(1), 1–11. <https://doi.org/10.38073/almuhawaroh.v1i1.2427>

Mahmudah, M., Maghfiroh, L., Hanifansyah, N., & Syakur, S. A. (2025). Enhancing Arabic Rhetoric Education through Mind Mapping: A Focus on Bayan & Badi'. *Lughawiyat: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 8(1), 32–55. <https://doi.org/10.38073/lughawiyat.v8i1.2208>

Marzoog, D., & Çakir, H. (2025). Deobfuscating Iraqi Arabic Leetspeak for Hate Speech Detection Using AraBERT and Hierarchical Attention Network (HAN). *Electronics*, 14(21), 4318. <https://doi.org/10.3390/electronics14214318>

Masrai, A. (2021). Phonological and orthographic vocabulary knowledge and processing speed of L2 written text: The case of native Arabic EFL learners. *Cognitive Processing*, 22(1), 37–46. <https://doi.org/10.1007/s10339-020-00989-1>

Miles, M., & Huberman, M. (1989). Some procedures for causal analysis of multiple-case data. *International Journal of Qualitative Studies in Education*, 2(1), 55–68. <https://doi.org/10.1080/0951839890020106>

Mohammed Ameen, Z. J., & Abdulrahman Kadhim, A. (2023). Machine learning for Arabic phonemes recognition using electrolarynx speech. *International Journal of Electrical and Computer Engineering (IJECE)*, 13(1), 400. <https://doi.org/10.11591/ijece.v13i1.pp400-412>

O'Leary, M. (2020). *Classroom Observation: A Guide to the Effective Observation of Teaching and Learning* (2nd edn). Routledge. <https://doi.org/10.4324/9781315630243>

Saldaña, J. (2021). Coding Techniques for Quantitative and Mixed Data. In *The Routledge Reviewer's Guide to Mixed Methods Analysis*. Routledge.

Sari, A. P. & Moore, L. C. (2024). Learning Qur'anic Arabic in a virtual village: Family religious language policy in transnational Indonesian Muslim families. *International Journal of Bilingualism*, 13670069241256194. <https://doi.org/10.1177/13670069241256194>

Solehudin, M. (2025a). Accelerating Kitab Reading Skills Through Dzauq and Strategic Vocabulary Acquisition. *Lughawiyat: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 8(1), 81–102. <https://doi.org/10.38073/lughawiyat.v8i1.2133>

Solehudin, M. (2025b). Storytelling as a Pedagogical Tool in Arabic Language Teaching: Enhancing Speaking Skills. *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 6(2), 353–369. <https://doi.org/10.52593/klm.06.2.09>

Solehudin, M., Hanifansyah, N., & Izzuddin, I. F. (2024). Enhancing Arabic Listening and Vocabulary Acquisition through AI-Powered Music: A Study on Suno AI. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 11(2), 175–188. <https://doi.org/10.15408/a.v11i2.41994>

Solehudin, M., Hanifansyah, N., Masnun, Arisandi, Y., Mahmudah, M., & Syaheed, S. (2025). The Psycholinguistic Effects of Blackboards and Colorful Chalk on Arabic Vocabulary Acquisition in Malaysian. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 8(2). <https://doi.org/10.22219/jiz.v8i2.36624>